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ABSTRACT

This report analyzes turnover among members on core planning teams (CPTs) in the 41 Phase I Chicago (Illinois) public schools participating in the Project CANAL model for school-based management. The analysis covers two periods of time: Year 1 to the beginning of Year 3, and Year 2 to the beginning of Year 3. Overall, substantial turnover was noted for both time periods. For the first period, the following percentages of new members were found: (1) 29.3 percent of the principals; (2) 53.4 percent of teachers; (3) 54.9 percent of the ancillary staff; (4) 73.9 percent of the parents; (5) 84.7 percent of the community members; (6) 61.2 percent of all CPT members; and (7) more than 6 out of 10 members were new over a 2-year period. For the second period, the following percentages of new members were found: (1) 22 percent of the principals; (2) 34.6 percent of the teachers; (3) 26.6 percent of the ancillary staff; (4) 40.3 percent of the parents; (5) 55.7 percent of the community members; (6) 34.1 percent of the Professional Personnel Advisory Council members; and (7) almost 4 of 10 members were new over a 1-year period. The paper also includes a discussion of the importance of stability to implementation of the school-based management model. Included are two tables. Appendices present the following: (1) a list of the 41 Phase I CANAL schools; (2) a list of training center activities; (3) an outline of the monitoring commission staff; and (4) data concerning budget status. (JB)

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Monitoring Commission for Desegregation Implementation

PROGRESS REPORT: MONITORING PROJECT CANAL - TURNOVER ON CORE PLANNING TEAMS YEAR 1 TO YEAR 3 (FALL 1988 to FALL 1990)

July 1991

Submitted to the United States Department of Education

Mary E. Davidson
Principal Investigator

Donn F. Bailey
Commission Chair

The Monitoring Commission for Desegregation Implementation monitors implementation of The Student Desegregation Plan of the Chicago Public Schools

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MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROGRESS REPORT:

MONITORING PROJECT CANAL – TURNOVER ON CORE PLANNING TEAMS YEAR 1 TO YEAR 3 (FALL 1988 to FALL 1990)

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July 1991

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TABLE OF CONTENTS

LIST OF TABLES ii

EXECUTIVE ABSTRACT iii

INTRODUCTION 1

TURNOVER ON CPTs FOR YEAR 1 TO BEGINNING YEAR 3
(Fall 1988 to Fall 1990) 2

TURNOVER ON CPTs FROM YEAR 2 TO YEAR 3
(Fall 1989 to Fall 1990) 6

SUMMARY 9

- Stability of CPTs 9
- Loss of Investment 10
- Capacity of Teams 10
- Participation of Teams 11

APPENDICES 12

- Appendix A: List of the 41 Phase I CANAL Schools 13
- Appendix B: Project CANAL Training Center Activities At the Training Center (October 1, 1990 through December 31, 1990) 15
- Appendix C: Monitoring Commission Staff 19
- Appendix D: Budget Status 21

LIST OF TABLES

Table 1 Changes in CPT Membership from Year 1 to Year 3 4

Table 2 Changes in CPT Membership from Year 2 to Year 3 8

July 1991

AN EXECUTIVE ABSTRACT

Monitoring Commission for Desegregation Implementation

MONITORING PROJECT CANAL
PROGRESS REPORT: MONITORING PROJECT CANAL -
TURNOVER ON CORE PLANNING TEAMS YEAR 1 TO YEAR 3
(Fall 1988 to Fall 1990)

PURPOSE

Turnover among members on core planning teams (CPTs) in the 41 Phase I schools participating in Project CANAL was analyzed for two periods of time: Year 1 to the beginning of Year 3; and, Year 2 to the beginning of Year 3 (See Appendix A for a list of the 41 CANAL schools). Substantial turnover was noted for both time periods.

YEAR 1 TO BEGINNING YEAR 3
(Fall 1988 to Fall 1990)

If new members are defined as those who were on the teams at the beginning of Year 3, but not on the teams in Year 1, the following is found:

- 29.3 percent of the principals were new;
- 53.4 percent of the teachers were new;
- 54.9 percent of the ancillary staff were new;
- 73.9 percent of the parents were new;
- 84.7 percent of the community members were new;
- 61.2 percent of all CPT members were new; and,

- More than six out of 10 members were new over a two-year period.

If discontinued members are defined as those who were on the CPT in Year 1, but no longer there at the beginning of Year 3, the following is found:

- 29.3 percent of the principals were discontinued;
- 54.1 percent of the teachers were discontinued;
- 61.7 percent of the ancillary staff were discontinued;
- 80.9 percent of the parents were discontinued;
- 77.6 percent of the community members were discontinued;
- 61.4 percent of all CPT members in Year 1 were discontinued; and,
- More than six out of 10 members were replaced over a two-year period.

YEAR 2 TO BEGINNING YEAR 3
(Fall 1989 to Fall 1990)

If new members are defined as those who were on the teams at the beginning of Year 3 but had not been on the teams in Year 2, the following is found:

- 22 percent of the principals were new;
- 34.6 percent of the teachers were new;
- 26.6 percent of the ancillary staff were new;
- 40.3 percent of the parents were new;
- 55.7 percent of the community members were new;
- 34.1 percent of the PPAC members were new;

- 56.1 percent of the LSC chairs were new to the CPTs;
- 34.9 percent of the LSC representatives were new;
- 39.3 percent of all members on the CPTs were new; and,
- Almost four out of 10 members were new over a one-year period.

If discontinued members are defined as those who were on the CPT in Year 2, but no longer there at the beginning of Year 3, the following is found:

- 22.0 percent of the principals were discontinued;
- 37.9 percent of the teachers were discontinued;
- 38.3 percent of the ancillary staff were discontinued;
- 47.0 percent of the parents were discontinued;
- 48.3 percent of the community members were discontinued;
- 40.1 percent of all CPT members at the beginning of Year 2 were discontinued by the beginning of Year 3; and,
- Four out of 10 members were discontinued over the one-year period.

The summary at the end of the report discusses the impact of turnover in terms of stability, investment, capacity and participation.

The Monitoring Commission currently is completing an analysis of the turnover rates of members on LSCs in the 41 Phase I Project CANAL schools. Since the school reform legislation became law in the second year of Project CANAL, this upcoming LSC turnover study examines the first and second year of the LSC membership, i.e., Year 2 and Year 3 of CANAL. The analysis of LSC turnover rates and the implications of the turnover are central to school reform.

For further information, contact Barbara Leebens-Osilaja, director of communications, (312) 535-8220.

INTRODUCTION

This report examines the stability of membership on Project CANAL's Phase I core planning teams (CPTs). In as much as the CPTs represent the nucleus around which the school-based management model of Project CANAL is organized, the stability of the teams is elementary to its implementation.

High turnover may reduce the capacity of CPTs to achieve their goals. At a minimum, it may require a continuing high investment in building and maintaining the team relationships necessary for school-based management. In addition, Project CANAL has placed a great deal of emphasis on training the CPTs so they have the knowledge and skills needed to provide leadership in managing the local school. To the extent that the training is important for the teams, high turnover will undermine the investment in training and limit its capacity to implement the CANAL model for school management.

The analysis that follows is organized around changes in membership over two periods of time: the first is from Year 1 of CANAL to the beginning of Year 3 (fall 1988 to fall 1990); and, the second is from Year 2 of CANAL to beginning of Year 3 (1989 to fall 1990). In the case of the former, the analysis shows changes in memberships of the CPTs through the first two years, while the latter shows the changes from the second to the beginning of the third year of CANAL.[1] A previous report analyzed turnover for the first year of CANAL.

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[1] See Monitoring Commission for Desegregation Implementation, Monitoring Project CANAL: Summary of the First Two Years, February 1991.

TURNOVER ON CPTs FROM YEAR 1 TO BEGINNING YEAR 3
(Fall 1988 to Fall 1990)

Changes in team membership were analyzed using the categories of: (1) The number of members who continued from Year 1 to the beginning of Year 3 (fall 1990); (2) The number who were new to the teams at the beginning of Year 3; (3) The total number of members at the beginning of Year 3; and, (4) The number of members who were on the teams in Year 1, but discontinued by the beginning of Year 3.

The category of members who continued includes those who were on the team in Year 1 and continued as team members at the beginning of Year 3, (fall 1990). It should be noted that some of the continuing members changed categories on teams over that period of time. Thus, a member listed as a teacher in Year 1 may appear as a Professional Personnel Advisory Council (PPAC) representative in Year 3. The category of PPAC did not exist in Year 1. In those cases, individuals in new member categories in Year 3 were counted as continuing members in their original category. The concern was not to omit individuals as continuing members simply because they moved to a new membership category. Thus, all individuals who continued, even though they moved from one category to another on the team, were counted as continuing.

The second membership category is new members. They include individuals who appeared on the list of CPT members at the beginning of the Year 3 but were not on the CPT in Year 1. New members included all those who were added to the team after the original composition of the teams, and who were still on the teams at the beginning of Year 3. The category of total members Y3 (Con and New) is the sum of continuing members and new members.

Discontinued members include those who were CPT members in Year 1, but were not continued at the beginning of Year 3. They represent the members who left the team sometime between the first year and the beginning of the third year of Project CANAL. The number of discontinued members does not necessarily equal the number of new members. This came about because the number of team members in a category may have either increased or decreased from Year 1 to Year 3. For example, a school may have had 12 teachers on the CPT in Year 1 but only 10 at the beginning of Year 3. Another may have had 11 teachers in Year 1, but 14 at the beginning of Year 3. The total members Y1 (Con and Discon) is the sum of discontinuing members and continuing members.

Table 1 summarizes membership changes. The categories of members are shown in the columns across the top of the table. In Year 1, the categories of members included the principal, teachers, ancillary school staff, parents, and community members.[2] The original CANAL proposal called for student members on the CPTs of high schools, but none of the teams had such members in Year 1. In Year 3, the 41 CPTs included 63 students, but not all were high school students.

The rows across Table 1 show the categories of total membership at the beginning of Year 3 (Total Members Y3, Con and New), the number and percentage of continuing and, the number and percentage of new members. Thus, the number of continuing teachers

[2] Several new categories of members were added in Year 3 including PPACs, LSC chairs and LSC representatives. They are not included here because they did not exist in Year 1. Recall, however, that individuals who moved from a Year 1 category, such as teacher, to a new category in Year 3, such as PPAC, are counted as though they continued in their Year 1 category.

TABLE 1

CHANGES IN CPT MEMBERSHIPS FROM YEAR 1 TO BEGINNING YEAR 3
41 PROJECT CANAL SCHOOLS

Category Of CPT Member	P	T	S	Anc	Par	Cm	Total
Total Members Y3 Con and New	41	489	63	153	153	72	971
Continuing Number	29	228	0	69	40	11	377
Percent	70.7	46.6	0	45.1	26.1	15.3	38.8
New Number	12	261	63	84	113	61	594
Percent	29.3	53.4	100.0	54.9	73.9	84.7	61.2
Total Members Y1 Con and Discon	41	497	0	180	209	49	976
Continuing Number	29	228	0	69	40	11	377
Percent	70.7	45.9		38.3	19.1	22.4	38.6
Discontinued Number	12	269	0	111	169	38	599
Percentage	29.3	54.1	100.0	61.7	80.9	77.6	61.4

P=principal; T=teacher; S=student; Anc=ancillary staff; Par=parents; Cm=community member.

was 228 which represented 46.6 percent of the total number of teachers in Year 3 which was 489.

The bottom half of Table 1 shows the total number of discontinued members and the percentage they represent of the original number in the category. The percentage was

derived be dividing the number of those who were no longer members by the sum of the continuing and discontinued members. Thus, the percentage of discontinued teachers was arrived at by dividing the number of discontinued teachers (269) by 497 which is the sum of the 228 continuing teachers plus the 269 who were discontinued. The result shows that 54.1 percent of the teacher members on CPTs in Year 1 were no longer there at the beginning of Year 3.

As might be expected, principals were most likely to continue on the CPTs. Twenty nine of the 41 principals of the CANAL schools in Year 1 were still in that position in Year 3 of Project CANAL. Only 12 principals were replaced for a turnover of 29.3 percent. However, the loss of 12 of the 41 principals means that three out of 10 were replaced. representing a substantial turnover which may affect the capacity of Project CANAL to achieve its goals.

Teachers were even more likely to be replaced. Only 46.6 percent of those on the CPTs in Year 3 continued from Year 1. Thus, more than half of the teachers, 53.4 percent, on the 41 CPTs at the beginning of Year 3 were not on the teams in Year 1. This also means that they did not take part in the training effort of Project CANAL during the first and perhaps the second year. The number of discontinued teachers was large, with 54.1 percent of the teacher members in Year 1 leaving the teams by Year 3. From the perspective of training and team building costs, the high turnover represents a loss to Project CANAL.

Ancillary staff showed about the same level of turnover as teachers. Only 45.1 percent of the members in Year 3 were continuing members, which means that of the total

ancillary staff in Year 3, 54.9 percent were new. Moreover, 61.7 percent of the ancillary staff on the CPTs at Year 1 were no longer on the teams at Year 3. Parents and community members were even less likely to remain on the teams than teachers and ancillary staff. Only 26.1 percent of the parents in Year 3 continued from Year 1. This means that 73.9 percent of the Year 3 parents were new to the teams. And, as many as 80.9 percent of the parents on the teams in Year 1 were no longer there by Year 3. Community members were even more likely to be new to the teams in Year 3 than parents; only 15.3 percent continued from Year 1 while 84.7 percent were new.

The total team turnover indicates the overall lack of stability of team memberships. Only 38.8 percent of all CPT members in Year 3 were continued from Year 1 while 61.2 percent, or almost two thirds of the members, were new. As many as 61.4 percent of those on the teams in Year 1 were no longer there by Year 3. Almost two out of three members were replaced on the CPTs over a two-year period.

TURNOVER ON CPTs FROM YEAR 2 TO YEAR 3 (Fall 1989 to Fall 1990)

The turnover on CPTs also was evaluated from Year 2 to the beginning of Year 3. The analysis indicates the turnover for a one-year period rather than the preceding analysis which was based on two years. The data on turnover for Year 2 to Year 3 was organized in the same way as for Year 1 to Year 3. The only change is the addition of three new categories of members including PPACs (Professional Personnel Advisory Council), local school council (LSC) chairs and LSC representatives to the CPT. While every team had a PPAC and a LSC chair among its members, only 17 of the schools had a LSC

representative. Although the three categories were new, each contained members who continued as previous CPT members.

The row labeled Total Members Y3 shows the number and percent of continuing and new members on the CPT at the beginning of Year 3 of CANAL. Total Members Y2 shows the total CPT members in Year 2. It is made up of those who continued to Year 3 and those who were discontinued. Those who continued but changed categories, as some members did, were not included in the count of discontinued members but were counted as continuing in their original categories.

Total Members Y3, Con (continuing) and New include those who were on CPTs in Year 2 and continued in Year 3 plus the members who were new at the beginning of Year 3. Total Members Y2, Con and Discon (discontinuing), consists of the total of members continuing and those discontinued from year 2. The new categories of members, PPACs, LSC chairs and LSC representatives are not included in the analysis of discontinued members because the categories did not exist in Year 2.

The turnover for the Year 1 was substantial. The total column of Table 2 reveals that 39.4 percent of all those at the beginning of Year 3 were new to the CPTs while only 60.6 percent were previously on the teams. Thus, about four out of 10 members on the CPT were new and had not received training in school-based management and shared decision-making. Moreover, 37.8 percent of the Year 2 members were discontinued by Year 3.

The number of new members varied somewhat across constituent categories. While only nine of the 41 principals were new, 34.6 percent of the teachers and 26.6 percent of the

TABLE 2

CHANGES IN CPT MEMBERSHIPS FROM YEAR 2 TO YEAR 3
41 PROJECT CANAL SCHOOLS

Category Of CPT Member	P	T	S	Anc	Par	Cm	PPAC	LSC Chair	LSC Member	Total
Total Members Y3 Con and New	41	480	63	154	149	70	42	41	17	1057
Continuing Number	32	314	1	113	89	31	27	18	15	640
Percent	78.0	65.4	1.6	73.4	59.7	44.3	65.9	43.9	88.2	60.5
New Number	9	166	62	41	60	39	14	23	2	416
Percent	22.0	34.6	98.4	26.6	40.3	55.7	34.1	56.1	11.8	39.5
Total Members Y2 Con and Discon	41	506	11	183	168	60	n/a	n/a	n/a	969
Continuing Number	32	314	1	113	89	31	n/a	n/a	n/a	580
Percent	78.0	62.1	0.9	61.7	53.0	51.7				59.9
Discontinued Number	9	192	10	70	79	29	n/a	n/a	n/a	389
Percent	22.0	37.9	90.9	38.3	47.0	48.3				40.1

P=principal; T=teacher; S=student; Anc=ancillary staff; Par=parents; Cm=community member; PPAC= Professional Personnel Advisory Council; LSC Chair=local school council chair; LSC member=local school council representative.

ancillary school staff were new. New parent members made up 40.3 percent of the teams and new community members represented 55.7 percent. As might be expected, very few students continued, 62 out of 63 student members on the 41 CPTs were new.

Discontinuing members provide information on the losses to the CPTs, and again they were substantial. Given that the number of principals is fixed at 41, the same number, nine, discontinued as were new, which is almost one out of four. Further, Table 2 shows that 37.9 percent of the teachers on CPTs in Year 2 were discontinued at the beginning of Year 3 and 38.3 percent of the ancillary staff were discontinued. Parents and community members left CPTs in greater numbers with 47.0 percent of the parents and 48.3 percent of the community members from Year 2 leaving the teams. Overall, 37.8 percent of CPT members left teams from Year 2 to the beginning of Year 3. A similar percentage, 39.4, were new members on the team in Year 3.

SUMMARY

Turnover of team members can be evaluated from four perspectives: (1) The stability of CPTs; (2) The loss of investment in training and preparing teams to do their work; (3) The capacity of teams to meet their responsibilities in managing schools; and, (4) The likelihood of the respective team constituencies to participate in the governance role anticipated for the CPTs by the CANAL Proposal.

Stability of CPTs

The issue of stability relates to the confusion and reshuffling that takes place with membership changes on groups, particularly when faced with the responsibilities set forth

for the CPTs. The processes of group dynamics, maintaining leadership, coalescing different perspectives, focusing energies of team members, and other social forces that are a normal part of group functions, are all intensified by membership changes. It is likely that they also will consume substantial energies of the CPTs.

Loss of Investment

The investment in providing individuals with the knowledge and skills for school-based management and shared decision-making represents a substantial portion of CANAL's energies. The fact that almost two thirds of the individuals who were trained during the first year of CANAL are no longer on the CPTs at the beginning of Year 3, represents a real loss of initial investment. It also suggests that substantial new effort should have been put forth in preparing new team members to participate.

Capacity of Teams

The capacity of the CPTs to do what they were proposed to do also may be undercut by high turnover. The teams are not likely to play a meaningful role in the school-based management, or lead the way in developing improvement plans that are based on assessments of what the school needs to improve educational achievement, without substantial homework. This is particularly true in the case of parents and community members who are likely to be least experienced and knowledgeable about school affairs. Yet, parents and community members were least likely to continue with the teams and are least likely to participate in Project CANAL training. High turnover will erode the capacity of CPTs to realize the goals of school-based management.

Participation of Teams

Participation is the sum and substance of Project CANAL's model for school-based management. It assumes that the whole community must be involved in school governance to enhance academic achievement. If anything, turnover will reduce the likelihood of participation in shared decision-making within the teams. In general, to the extent that team members are inexperienced, broad group participation is not likely to take place.

Even more problematic is the fact that turnover on community-based governance groups is never distributed equally across member categories. Those most knowledgeable, and closest to the institution are most likely to continue, and those least knowledgeable and least experienced are most likely to discontinue. And, that phenomena clearly was displayed in the turnover of CPT members, and it mitigates against the implementation of CANAL. Principals, who traditionally have governed the local school, were least likely to leave the teams, followed by teachers and by ancillary staff. Those least likely to continue on the CPTs were parents and community members. In fact, only a small minority of either survived team membership from Year 1 to Year 3, 26.1 percent of the parents, and 15.3 percent of the community members. To make matters worse, the actual number of parents and community members on the teams were very small to begin with. The Monitoring Commission strongly urges that CANAL staff respond to the problems of turnover.

APPENDICES

APPENDIX A

LIST OF THE 41 PHASE I CANAL SCHOOLS

LIST OF THE PHASE I CANAL SCHOOLS

SCHOOL NAME

1. Bass
2. Bennett/Shedd
3. Bradwell
4. Byford
5. Carter
6. Clark
7. Cooper
8. DePriest
9. Dett
10. DuBois
11. Dumas
12. DuSable
13. Dyett
14. Fernwood
15. Frazier
16. Gale
17. Goldblatt
18. Gregory
19. Guggenheim
20. Hammond
21. Hearst
22. Howe
23. Hughes
24. Jungman
25. Kelvyn Park
26. Lafayette
27. Lowell
28. Manierre
29. Mayo
30. Moos
31. Orr
32. Piccolo
33. Robeson
34. Robeson
35. Sherman
36. Spencer
37. Stowe
38. Sumner
38. Terrell
39. Westinghouse
40. Williamson
41. Woodson North

APPENDIX B

PROJECT CANAL TRAINING CENTER ACTIVITIES AT THE TRAINING CENTER

(October 1, 1990 through December 31, 1990)

CANAL ACTIVITIES AT THE TRAINING CENTER
(October 1, 1990 through December 31, 1990)

October 1990

10/03/90	Paideia Workshop
10/09/90	Core Planning Workshop - Phase II Schools - Day 1 (Von Humbolt)
10/10/90	Core Planning Workshop - Phase II Schools - Day 2 (Von Humbolt)
10/11/90	CPT Representatives and LSC Chairperson Workshop
10/11/90	Phase I and II Schools Principals
10/11/90	Phase I and II Schools CPT Chairperson, School-Based Evaluators and Process Observers
10/12/90	CPT Representatives and LSC Chairpersons Workshop
10/15/90	Total Site Training (Farren School)
10/16/90	Total Site Training (Woodson South)
10/16/90	Paren Liaisons Workshop
10/17/90	Total Site Training (Penn School)
10/17/90	Students Workshop
10/18/90	Total Site Training (Holmes School)
10/18/90	Engineers and Food Service Managers Workshop
10/19/90	Total Site Training (Van Vlissingen)
10/22/90	Total Site Training (Mollison and Perry Schools)
10/23/90	Phase I and II High School Chairperson Workshop
10/24/90	Total Site Training (Nash School)
10/25/90	Total Site Training (Nash School)
10/26/90	Total Site Training (Beethoven School)
10/29/90	Total Site Training (Spry School)
10/30/90	Total Site Training (Spry School)

November 1990

11/01/90	Management III Course for Engineers
11/01/90	Total Site Training (McCormick School)
11/05/90	Total Site Training (Piccolo School)
11/07/90	Paideia Workshop
11/08/90	H.S. Principal Workshop (Phase I and II Schools)
11/08/90	Elementary School Principal Workshop (Phase I and II Schools)
11/08/90	Total Site Training (Carpenter School)

November 1990

11/09/90	Total Site Training (Ryerson School)
11/13/90	Management III for Engineers
11/13/90	Total Site Training (Goethe School)
11/14/90	Instructional Cadre Training
11/16/90	CPT Chairs, School-Based Evaluators, Process Observer Workshop - Phase I and II Schools
11/19/90	Total Site Training (Prescott and Schiller)
11/20/90	Management III for Engineers
11/21/90	Instructional Cadre Training
11/21/90	Student Workshop
11/26/90	Total Site Training (McCormick Branch and Medill Primary)
11/27/90	Parent Liaisons Workshop
11/29/90	Total Site Training (Von Humbolt)
11/29/90	Advisory Council Meeting
11/30/90	Total Site Training (Von Humbolt)

December 1990

12/04/90	Management Course III for Engineers
12/04/90	Core Planning Team Workshop Phase II Schools (Einstein, Hefferan, Johnson, Phillips H.S. and Wells H.S.)
12/05/90	Total Site Training (Harper High School)
12/05/90	Phase I and II School Principal Workshop
12/05/90	Paideia Workshop
12/06/90	Total Site Training (Manley High School)
12/07/90	Phase I and II CPT Chairpersons
12/10/90	Total Site Training (Carver High School)
12/11/90	CPT Workshop Phase I Schools (Bennett/Shedd, Clark, DePriest, Fernwood, Frazier, and Mayo)
12/11/90	Management Course III for Engineers
12/12/90	CPT Workshop Phase I Schools (DuSable, Kelvyn Park, Robeson, and Westinghouse High Schools)
12/13/90	CPT Workshop Phase I Schools (Dyett, Howe, Guggenheim, Terrell, and Woodson North)
12/14/90	CPT Workshop Phase I Schools (Bass, Carter, Hughes, Spencer, Williams and Manierre/Ferguson)

December 1990

12/17/90	CPT Workshop Phase I Schools (Bradwell, Dett, Byford, DuBois, Gregory, and Sherman)
12/17/90	Engineers and Food Service Managers Advisory Council Meeting
12/18/90	Management Course III for Engineers
12/18/90	Phase II High School Chairperson Workshop
12/18/90	Student Workshop
12/19/90	CPT Workshop Phase I Schools (Cooper, Goldblatt, Jungman, Lafayette, Moos, and Stowe)
12/20/90	CPT Workshop Phase I Schools (Gale, Lowell, Munoz-Marin, Piccolo Middle and Sumner)
12/21/90	Instructional Cadre Training

APPENDIX C

MONITORING COMMISSION STAFF

MONITORING COMMISSION STAFF

The Monitoring Commission for Desegregation Implementation's principal investigator, Dr. Mary E. Davidson, is assisted by primary consultants and full-time Commission staff in monitoring Project CANAL.

Primary consultants are: Dr. Norman R. Kurtz and Dr. Doris Williams. The principal investigator and primary consultants are experienced in various aspects of research.

Staff assigned in whole or in part to monitor Project CANAL are: Alice H. Blackburn and Barbara Leebens-Osilaja. Other Commission staff assisting include: Ana Tapia, project director, and student office assistants, Katina Hardimon and David Young.

Complete resumes for the principal investigator, primary consultants and full-time Commission staff except for Mrs. Blackburn appeared in the Commission first quarterly report published in February 1989 and therefore, are not reproduced here. Mrs. Blackburn's resume appeared in the Year End Report: Monitoring Project CANAL Year-2 (1989-90) published February 1991.

Additional copies of all CANAL reports published by the Commission are available for reference at the Commission office, 1819 Pershing Road, 6th Floor East, Chicago, IL 60609. Or contact Ms. Barbara Leebens-Osilaja, director of communications, (312) 535-8220.

APPENDIX D

BUDGET STATUS

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

THIRD YEAR

OPERATING EXPENSES	Annual Cost	Aug/Sept Budget	Third Year Budget	Modification	Revised 3rd Year Budget	Expenses to 12/31/90	Balance As of 12/90
Supplies	$ 3,300	$ 10	$ 3,310	$	$ 3,310	$ 140	$ 3,160
Postage	5,000	881	5,881	0	5,881	911	4,089
Consultant Services	124,500	1,511	126,011	0	126,011	82,610	41,890
Phone	2,500	0	2,500	(2,500)	2,500	0	2,500
Printing	5,000	834	5,834	0	5,834	450	4,550
Travel	30,000	3,954	33,954	0	33,954	7,282	22,718
Furniture/Equipment	12,715	4	12,719	(2,500)	12,719	0	12,719
Total Operating Expenses	**$183,015**	**$7,194**	**$190,209**	**$ -0-**	**$190,209**	**$91,393**	**$91,626**

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

Third Year Budget Detail as of 12/31/90

General Office Supplies		$ 140
Postage		911
Consultant Services as of 12/31/90:		82,610
Printing:		
Project CANAL Reports	$ 450	
Total Printing		450
Travel Expenses:		
Hotel	$ 3,658	
Amtrak	52	
Food	971	
Airfare	1,973	
Local	521	
Miscellaneous	107	
Total Travel		7,282
Furniture/Equipment:		
	$ 0	
Total Furniture/Equipment		0
Total Operating Expenses		**$ 91,393**